

INDEX

VOLUME 16

Abrami, P. C., 4:11
Accountability, 2:1; 6:13
Accreditation, 1:6; 2:8; 3:3; 4:9; 5:7, 8; 6:3
Allen, B. A., 5:1
American Assn. of State Colleges and Universities, 2:5–7
Anderson, V. J., 5:4
Angelo, T. A., 4:13
Assessment, 1:1–2, 4–5, 6–7, 12; 2:2, 8–10; 3:10, 11–13; 4:3, 4–6, 13–14, 15; 5:4–6
Assessment tools/strategies, 2:1–4, 6–7; 8–10; 3:3, 5, 7–8, 10, 12; 5:6–14; 6:14–16
Assn. of College and Research Libraries, 5:3
Astin, A. W., 2:8, 9, 10
Authentic assessment, 3:7

Baird, L. L., 6:16
Banta, T., 13
Barnum, C., 3:6
BeachBoard, 3:4–6
Beginning College Student Survey, 6:14, 15
Bennett, P., 1:8
BlackBoard, 3:4; 4:14
Borden, V.M.H., 5:1
Borman, S., 1:8
Brevard College, 2:5
Brigham Young Univ., 3:1
Broadbent, B., 3:6
Brown Mackie College, 6:9
Brubaker, T., 1:5
Bruffee, K., 5:12
Bush, J. M., 1:8

California State Univ., Long Beach, 3:4
Campus environment analysis, 2:7, 10
Capstones, 1:1–2, 4–5, 7, 8–9, 12, 13–15
Carey, J., 3:6
Centra, J. A., 4:11
Chickering, A. W., 3:3
CIRP Freshman Survey, 2:7, 8–10; 6:14–15
Cohort effect, 3:10

College Student Expectations Questionnaire, 6:14–15
College Student Survey, 6:14, 16
Collier, P. J., 1:5
Comparison groups, 2:4
Control groups, 2:3–4
Council for Independent Colleges, 2:5–7
Cramer, R., 5:12
Cress, C. M., 1:5
Cross, K. P., 4:13
Cross-sectional comparisons, 2:4
Culture of assessment, 5:7–9
Current Practices Inventory, 2:6–7
Cutright, M., 6:1

Data collection and analysis, 2:2–3, 9–10, 12; 6:3
Deakin Univ., 5:4
Diversity, student, 1:2, 13; 3:9–10; 6:1
Doane College, 6:1

Educational Testing Service, 4:11, 12
Ekhaml, L., 3:3
Electronic portfolios, 3:7–8; 4:1–2, 13–14; 6:10
Embedded assessment, 6:4–6
Engineering design, 4:9–10
e-SIR-II, 4:11–12
Esplin, P., 5:9
European Assn. for Institutional Research, 6:3
European Union, Bologna process, 6:11–13
Evergreen State College, 2:13

Factor analysis, 2:10
Faculty, 1:14–15; 3:4–5, 11–13; 4:4, 5, 7–8, 15; 5:7–9; 6:7–8, 9, 13
Faculty Survey of Student Engagement, 2:12
Falk, R. F., 5:1
Feedback, 2:3; 3:5, 7; 5:4–6
First-year assessment, 2:1–4, 5–7
Formative assessment, 2:2
Foundations of Excellence project, 2:5–7
Freshman Survey, 2:8

Gallini, J., 3:6
Gamson, Z., 3:3
Gaubatz, N. B., 4:11

General education, 1:4, 13; 3:11–12; 4:4–6, 9–10; 5:1–2, 12–13; 5:3, 10–11, 15; 6:4–6
General Education Council, Univ. of Northern Colorado, 6:4–6
Gigliotti, R. J., 5:13
Graham, C., 3:3
Gregory, V., 3:6
Gross, D., 3:3

Halpern, D., 3:13
Harris, J., 1:6
Higher Education Research Institute, 2:8
Hill, S. S., 5:12

I-E-O model, 2:10
Indiana Univ.—Bloomington, 2:12
Indiana Univ.—Purdue Univ. Indianapolis, 1:2–3, 13–15; 5:1–2, 3, 12–13; 6:3–10, 13–16
Information literacy, 5:3–6
Institutional assessment, 2:6–7, 8

Jaffee, D., 5:1
James Madison Univ., 5:14

Kain, E. L., 5:1
Kellough, R. D., 2:16
Korn, W. S., 2:8
Kristensen, K., 5:9
Kuh, G. D., 2:11

Learning communities, 1:4–5, 12; 3:9–10; 6:1–2, 7–8, 10
Lee, J. J., 2:8, 10
Levine, J., 1:8
Lewis, L., 4:11
Lindholm, J. A., 2:8

Mahoney, K. M., 2:8
Marchese, T., 4:13
Marine, R. J., 4:11
Massy, W. F., 1:6
Measures of association, 2:9–10
Mets, L. A., 4:11
Meyer, K. A., 3:3
Mode of administration response, 3:14,

Monroe Community College, 3:11–13
Moore, J., 5:2
Moore, M., 3:6
Moral/ethical awareness, 1:10–11
Multivariate analysis, 2:10

National Conference on Undergraduate Research, 4:3
National Survey of Student Engagement, 2:6, 7, 11–13; 6:14
Neiswander, N., 5:1
Norfolk State Univ., 13
Northrup, P., 3:6

Oakton Community College, Student Academic Assessment Team, 5:10–11, 15
Olsen, D., 5:9
Online instruction, 3:3–15; 4:11–12
Online tutorial systems, 5:6–14
Open-ended questions, 3:2; 4:11
Oregon State Univ., 13
Outcomes assessment, 4:3–15

Paarmann, W., 3:6
Pascarella, E. T., 2:11
Pennsylvania State Univ., Center for the Study of Higher Education, 2:5–7
Pirkl, R., 3:3
Policy Center on the First Year of College survey, 2:1
Portfolios, 1:6–7, 8
Portland State Univ., 1:4–5, 12, 15
Preparative assessment, 1:8–9
Principles of undergraduate learning, 1:13; 5:3

Qualitative/quantitative analysis, 2:6; 3:7; 6:13
Renchler, A. C., 3:3
Roberts, P. L., 2:16
Roblyer, M. D., 3:3
Rooney, P. R., 5:1
Rubrics, 2:15–16; 3:3; 4:4, 5; 5:10, 11; 6:4, 5
Rueckert, L., 4:3

Salmon, G., 3:6
Sampling, 2:12; 3:8
Sansom, D., 1:6
Sax, L. J., 2:8, 10
Scholarship of assessment, 3:3–15
Self-assessment, 3:3; 4:3, 14
Senior Project, 1:6–7
Shapely, K. S., 1:8
Smeryglia, V. L., 5:1
Southeast Missouri State Univ., 4:4
St. Mary's College, 4:1
Stein, J., 2:14
Stiggins, R. J., 2:14
Student engagement, 2:11–13
Student identifiers, use of, 2:4
Student Instructional Report II, 4:11
Student learning and development, 1:1; 2:7; 3:9–10
4:14; 6:9–10
Student learning outcomes, 1:4–5, 6–7; 2:11; 3:3, 5; 4:3; 6:4–6
Student retention, 6:1–2, 7, 10–13
Subjectivity in assessment, 2:14–16
Survey research, 5:2, 12
Surveys, 1:5, 11; 2:1, 7, 8–10, 11–13; 3:1–2, 4, 14–15; 6:14

Tagg, J., 1:7
Teacher education, 1:8–9
Teacher Opportunity Corps, Pace Univ., 1:9
Technology, 3:1–2, 14–15; 4:1–2, 11–12, 13–14; 5:3–6, 12–13
Terenzini, P. T., 2:11
Testing, 2:3, 4; 5:12
Theall, M., 4:11
Tinto, V., 5:13
Tuning Project, 6:12–13

UCARE program, Univ. of Nebraska–Lincoln, 4:3
Undergraduate research programs, 4:3–15
Underrepresented students, 4:15
United Arab Emirates Univ., 4:7
Univ. of Indianapolis, 1:6
Univ. of Michigan, Undergraduate Research Opportunity Program, 4:15
U.S. Military Academy, 1:10–11; 4:4–10

Wade, W., 3:3
Waits, T., 4:11
Walvoord, B., 5:4
William Paterson Univ., 5:7–9
Writing skills, 3:7–8; 4:1–2, 13–14; 5:2
Wygant, S., 5:9

Your First College Year survey, 2:7, 9–10; 6:14, 16

